

Grades 6-8 Health/PE Curriculum

RATIONALE

All human beings have the ability and desire to move and be active throughout their lives in order to live a healthy life. Therefore, a program of physical education should provide students with developmentally appropriate activities and use a variety of teaching methods based on each student's individual needs. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life.

DESCRIPTION/PURPOSE

The purpose of the Health/PE curriculum describes quality health education and physical education curricula that will help students develop a life-long commitment to healthy, active living. The healthy, physically active child is more likely to be academically motivated, alert and successful in school and more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. Children and youth who are physically, emotionally and socially well are better able to benefit from learning experiences provided in school. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors and opportunities to practice the behaviors.

Because health behaviors are learned, they can be shaped and changed. Fostering healthy children is the shared responsibility of families, communities and schools. Planned, sequential, age and developmentally appropriate K-12 curriculum in health education and physical education is necessary for students to become physically educated and health-literate individuals thereby contributing to an enhanced quality of life. School health education and physical education can make valuable contributions in areas such as these and can play an important role in improving the quality of life. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the Health/PE curriculum.

Physical education contributes to the development of a physically educated person who:

1. Learns skills necessary to perform a variety of physical activities
2. Is physically fit
3. Participates regularly in physical activity
4. Knows the implications of and the benefits from involvement in physical activities
5. Values physical activity and its contributions to a healthful lifestyle

Content Description by Grade Level Span

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student's curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

Health and PE Grades 6-8			
Graduate Goal 1	Graduates will communicate.	Show-Me Standard H/PE-1 Structures of, functions of, and relationships among human body systems. Alternate Framework Standard AltH/PE-1 Demonstrating basic concepts and personal health care skills related to bodily functions. Alternate Process Standard: (What All Students Should Do) Goal 1 Alt-5, Goal 3 Alt-8	
Graduate Goal 2	Graduates will make choices.		
Graduate Goal 3	Graduates will express personal feelings and self-advocate for needs.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code Authentic Learning Activities
Actively release an object.		5023026	Throwing away Kleenex into trash can; give items upon request; put coins into a bank; use vending machine; give dice to peer for turn in a game; load dishwasher; hand lunch count bag to secretary.
Sit on the toilet.		7810070	
Eliminate when taken on a prescribed schedule remaining clean/dry between times taken.		5527000	
Adjust clothing when using toilet.		5539000	
Indicate a need to eliminate and eliminate when taken after the request.		5533000	
Remain clean/dry between toileting intervals.		5527005	
Touch diaper to indicate need to be changed.		7500140	
Indicate yes/no when asked if wet or dry.		5521003	
Lift hips for diaper change/change of pants.		5306005	
Adjust body for wiping.		7500004	
Wipe self after eliminating and dispose of paper in the toilet.		5545000	
Locate the restroom.		5563000	
Will use urinal.		5551000	
Ask location of restroom.		5569003	
Wipe mucus from nose and face.		5259004	
Blow nose.		5259000	
Wipe face and hands until excess food is removed.		7500035	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Health and PE Grades 6-8			
Graduate Goal 2	Graduates will make choices.	Show-Me Standard H/PE-2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management). Alternate Framework Standard AltH/PE-2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management. Alternate Process Standard: (What All Students Should Do) Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6	
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Move limbs to aid in dressing/undressing.		5306006	
Assist during dressing/undressing by passing or holding clothing.		5306007	
Take off pullover shirt/garment with closures open.		5312008	
Join and separate Velcro closures.		5324021	
Use two hands to carry item to designated area.		7500016	
Take off shoes with closures open.		5312001	
Identify articles of clothing.		5336001	
Remove pants.		7810016	
Push down pants.		7500358	
Pull on pants.		5318001	
Button a variety of clothing.		7810071	
Unbutton all size of buttons.		5324016	
Put on a pull-over shirt.		7500348	
Put arm(s) into sleeve(s).		7500345	
Put on shoes/boots.		5318004	
Zip closed-end zipper.		5324005	
Unzip closed-end zipper.		5324004	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Health and PE Grades 6-8			
Graduate Goal 2	Graduates will make choices.	Show-Me Standard H/PE-2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management). Alternate Framework Standard AltH/PE-2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management. Alternate Process Standard: (What All Students Should Do) Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6	
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Take off bra.		5312010	
Put on bra.		7500346	
Feed self with a fork.		5405000	
Bring food-filled spoon or fork to mouth.		5399010	
Scoop food and bring spoon to mouth.		5399009	
Scoop only proper amount of food onto spoon.		5399007	
Grasp spoon.		5399001	
Scoop food onto spoon.		5399006	
Move head in direction of food.		5375001	
Show partial participation in self-feeding skills.		7500408	
Keep tongue inside of mouth during feeding activities.		5369014	
Eat types of foods with more than one consistency.		5387010	
Close mouth when spoon is placed on tongue.		7500326	
Open mouth when physically stimulated by spoon.		5375003	
Remove food from spoon when being fed.		5375006	
Maintain neutral hand position while sitting.		7500291	
Use correct posture, not slouch, while sitting to perform activities.		7600150	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Health and PE Grades 6-8			
Graduate Goal 2	Graduates will make choices.	Show-Me Standard H/PE-2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management). Alternate Framework Standard AltH/PE-2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management. Alternate Process Standard: (What All Students Should Do) Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6	
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Suck liquid from a straw.		5369007	
Maintain grasp of cup/glass while bringing it to and from mouth.		7500282	
Use two hands to hold squeeze bottle.		7500003	
Retrieve a prepared drink from the refrigerator.		5417007	
Drink from a cup with no spills.		7500217	
Select eating utensils.		7500031	
Hold finger foods.		5381002	
Grasp finger food and carry it to the mouth.		5381003	
Carry a tray of food to a table without spillage.		7810036	
Use napkin.		5423007	
Use a knife.		5411000	
Feed self with a spoon.		5399000	
Stab food using a fork.		7500313	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Health and PE Grades 6-8			
Graduate Goal 5	Graduates will follow routines.	Show-Me Standard H/PE-3 Diseases and methods for prevention, treatment, and control. Alternate Framework Standard AltH/PE-3 Demonstrating knowledge of basic concepts and self-care skills related to diseases, methods of prevention, treatment and control. Alternate Process Standard: (What All Students Should Do) Goal 1 Alt-2, Goal 3 Alt-1	
Graduate Goal 4	Graduates will solve problems or complete tasks.		
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Allow touching with moderate pressure to the teeth and gums and around exterior of mouth without evidence of discomfort or displeasure.		7500394	
Brush top and bottom teeth.		5265009	
Rinse mouth.		5265011	
Turn faucet on and off.		5272009	
Wash and dry face.		5253000	
Use sanitizing liquid to clean hands.		7810092	
Operate soap dispenser to put soap on free hand.		5247004	
Bathe in a bathtub.		7810072	
Bath in a shower.		7810073	
Use deodorant.		5471000	
Dry hair with towel.		5278006	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

SELF-CARE

Health and PE Grades 6-8			
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.	Show-Me Standard H/PE-4 Principles of movement and physical fitness. Alternate Framework Standard AltH/PE-4 Participating in movement and fitness activities (including choosing preferred activities.). Alternate Process Standard: (What All Students Should Do) Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7	
Graduate Goal 8	Graduates will use an efficient method to access environments.		
Graduate Goal 9	Graduates will participate in individual, group, and family recreational/leisure activities.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code Authentic Learning Activities
Turn head to both sides while in sitting position.		7500319	Teaching reliable yes/no responses; communicating to a person sitting on either side; telling student on either side to take their turn at a game.
Turn head to midline in supported sitting.		7500365	Looking at the person talking; playing a computer game; looking at window bird feeder.
Pull body forward with arms while in prone position.		5133004	
Maintain a sitting posture with head erect and in midline.		7500386	Any art or leisure activity (the game is not the priority); eating.
Roll to a destination/object.		5127009	
Crawl forward using arm and leg movements.		5133006	
Perform activities to increase motor endurance.		7500432	
Walk for endurance and fitness.		7810037	Includes cardiovascular monitoring and endurance training.
Walk beside adult.		7500065	
Turn to one side while walking.		5139027	
Walk with a group.		7500086	
Walk up an inclining surface.		5139031	
Walk holding an item in both hands.		7500082	
Walk down a declining surface.		5139032	
Walk over and around objects and uneven surfaces without losing balance while doing activities in and out of school.		7500391	
Participate in an exercise program to increase upper extremity strength.		7500402	Use video exercise tapes, or tape television program to use in the afternoon; use exercise tape for a person in a wheelchair.
Perform stretching and upper body exercises.		7500242	Use video exercise tapes, or tape television program to use in the afternoon; use exercise tape for a person in a wheelchair.
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Health and PE Grades 6-8			
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.	Show-Me Standard H/PE-4 Principles of movement and physical fitness. Alternate Framework Standard AltH/PE-4 Participating in movement and fitness activities (including choosing preferred activities.). Alternate Process Standard: (What All Students Should Do) Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7	
Graduate Goal 8	Graduates will use an efficient method to access environments.		
Graduate Goal 9	Graduates will participate in individual, group, and family recreational/leisure activities.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code
Maintain head control while using hands in an activity.		7500045	
Turn head to one side.		7810023	
Turn head toward sensory stimulation activity without dropping head forward or to the side.		7500073	
Maintain head erect during an activity.		7500049	
Hold head in midline.		7500216	
Exhibit head and trunk control in various positions.		7500235	
Bear weight on extended arms.		7500002	
Maintain head control in supported standing.		7500287	
Pull to stand.		5139011	
Stand.		5139010	
Tall kneel with support.		7500418	
Participate in simple computer software leisure activities.		7810024	
Participate in simple solitary leisure activities.		7810025	
Participate in family related sport activities.		7810026	
Take turns.		6929006	
Play simple board games.		7810074	
Roll dice.		7810027	
Hold cards to play a card game.		7810028	
Allow part of body in water.		7008003	
Change directions during water activity.		7008016	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Health and PE Grades 6-8			
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.	Show-Me Standard H/PE-4 Principles of movement and physical fitness. Alternate Framework Standard AltH/PE-4 Participating in movement and fitness activities (including choosing preferred activities.). Alternate Process Standard: (What All Students Should Do) Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7	
Graduate Goal 9	Graduates will participate in individual, group, and family recreational/leisure activities.		
GLE:	Not Available		
STRAND:	Not Available		
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code Authentic Learning Activities
Stand by stable surface.		7500311	Hand washing dishes at the sink; complete manipulative work assignment while standing; play game standing around a table; paper Mache art activity; pass out beverages to peers at a table.
Stand from a sitting position.		5139052	
Push pedals to move the tricycle.		7500356	
Ride an adaptive tricycle.		6718029	
Ride bicycle with training wheels.		6718018	
Ride bicycle.		6718019	
Put on/wear a bicycle helmet when riding a bicycle.		5183021	
Participate in fishing activities.		7810029	
Throw a ball.		7500332	
Move from place to place in small or narrow area.		5171023	Walking crowded hallways; tunnel race; moving around furniture in the classroom/office; sitting in unusual places to have a conversational time after lunch (corner, tents, blankets etc.); participation in earthquakes, tornado, etc. drill.
Step backwards.		5139029	
Side step to one side.		5139025	Have one adult at drinking fountain and have student get a drink and create a need for the student to step aside to allow the adult at the fountain to pass by; block student access by coming through doors at the same time, so adult models stepping aside and then the student.
Ride an adult tricycle.		7500384	
Bowl a game.		7500017	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

Health and PE Grades 6-8			
Graduate Goal 6	Graduates will participate in cause and effect activities.	Show-Me Standard H/PE-7 Responses to emergency situations.	
Graduate Goal 2	Graduates will make choices.	Alternate Framework Standard AltH/PE-7 Recognizing basic first aid concepts and skills.	
GLE:	Not Available	Alternate Process Standard: (What All Students Should Do)	
STRAND:	Not Available	Goal 1 Alt-5, Goal 3 Alt-1	
Authentic Life Skills (What All Students Should Know)		IEP Code	API Code Authentic Learning Activities
Seek attention and/or assistance when self or others are hurt.		7810032	
Put on a Band-Aid.		7810033	
Use a spray on antiseptic.		7810034	
Identify body parts.		7810035	Textures on various body parts; lotion on body parts; identify what body part goes into clothing first.
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			